federal budget. Neither Senator's offering could muster even a clear majority. Mr. Specter's amendment failed by 67 to 30, while Mr. Harkin's fell by 62 to 36.

Several other higher-education amendments found their way into the bill—the most significant of which restored Pell Grant eligibility for students who attend college for less than half time.

The provision, introduced by Sen. Paul Wellstone, Democrat of Minnesota, had been removed from the bill during the subcommittee's consideration. No specific dollar amounts are mentioned in the amendment, so any possible budget implications must be ironed out by the conference committee.

Another adopted amendment would reinstate student-aid eligibility for colleges

"Our military walks taller than any military on the face of the Earth. Shifting six-tenths of 1 per cent of defense outlays is not going to change that."

and universities that are candidates for accreditation.

The measure, offered by Sen. Dale Bumpers, Democrat of Arkansas, qualifies any colleges and universities for student aid that reach a "pre-accreditation" status with an agency recognized by the Education Department.

The reauthorization of the Higher Education Act signed into law earlier this year stated that only fully accredited colleges and universities could receive federal student aid.

The six main regional accreditation agencies claimed that the provision would disqualify about 150 colleges and universities, primarily fledgling community colleges, Bible colleges, and professional colleges in business- and health-related fields.

NIH Total Is $10.4-Billion

Spending for all of the activities of the National Institutes of Health, including the newly added institutes of mental health, drug abuse, and alcoholism, would total about $10.4-billion, an increase of $312-million over 1992. The figure is $15-million more than the House version of the bill provided, but $196-million less than the President requested.

The Senate modestly increased the NIH budget over the amount proposed by the Senate Appropriation Committee, voting in favor of an amendment to add $21.3-million to the National Institute of Mental Health. The additional money would raise the budget of the mental-health institute to the level the President had requested, giv-

Continued on Page A27

WHERE MINORITIES CLAMOR FOR ACCESS

Financial Stress, Proposal for Tougher Academic Standards Challenge New York's City U. to Maintain Traditional Role

By Kit Lively

NEW YORK

ANTHONY DESANTIS is a walking advertisement for the City University of New York.

He failed seventh grade, quit school in tenth, obtained his General Equivalency Degree "by the skin of my teeth," and joined the merchant marine, where he grew to love reading. After returning to New York City, he enrolled at Hunter College and graduated *summa cum laude*. He now is pursuing a doctorate in philosophy.

"I have always been appreciative that the CUNY system had it such that anyone could come in, get some confidence, follow their interests, and, if they wanted to, get a degree," Mr. DeSantis says.

CUNY has been a doorway to the middle class for generations of New Yorkers. It has provided a good, and for much of its history, free, education for some of the city's most disadvantaged young people, while adapting to each wave of immigrants that brought new languages and customs to the intellectual mix.

Implications for Other Universities

Now many at CUNY wonder whether this mission is endangered. The university is grappling with onerous financial problems and the task of educating many poorly prepared students.

Although CUNY is unique in size and structure, its struggles could have implications for other urban and regional universities that also are fighting—with grim budgets and tenuous political support—to educate poor, minority, older, and working students.

"When I go to national meetings, the issue under discussion almost always is six months to a year behind our having to deal with it here at CUNY," says W. Ann Reynolds, CUNY's chancellor of two years.

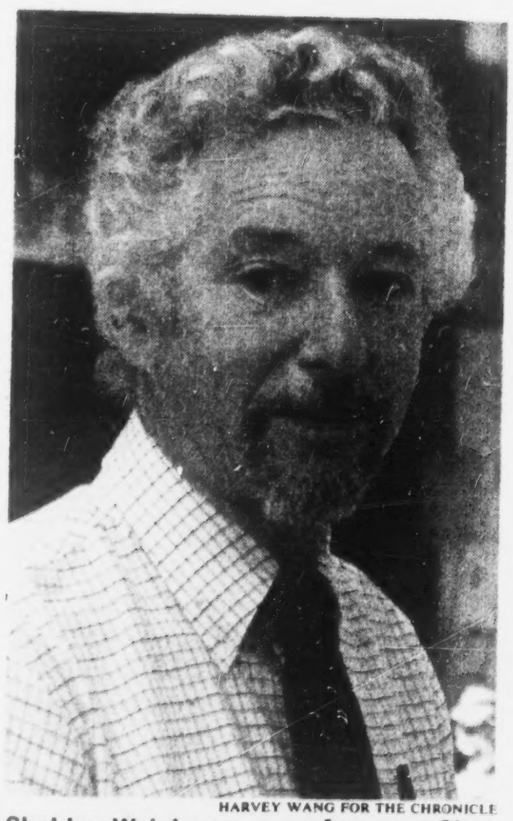
Concerns about the fate of CUNY's mission center on three factors—recent tuition increases, deep state budget cuts, and academic standards that were proposed by Ms. Reynolds and approved by the system's Board of Trustees. The standards will require students to pass 16 college preparatory courses in high school or complete the work at CUNY.

Ms. Reynolds insists that the standards will bring better-prepared students to CUNY. But skeptics worry that students will become discouraged if they don't get adequate guidance and academic preparation to pass the harder courses.

Meanwhile, a group of CUNY students and faculty members has sued the state, contending that it illegally provides the system with less money per student than the state's other public system, the

HARVEY WANG FOR THE CHRONICLE

W. Ann Reynolds, CUNY's chancellor, insists that the new standards will bring better-prepared students to the system's 21 campuses.



HARVEY WANG FOR THE CHRONICLE

Sheldon Weinbaum, a professor at City College, disagrees, saying the standards will frustrate students at the worst schools, often poor and minority.

State University of New York. The suit attributes the gap to racial discrimination, since CUNY's student body is 64 per cent minority while SUNY's is only 13 per cent.

These events have occurred in a difficult year for CUNY.

City College, once the pride of the CUNY system, has weathered several controversies: the death in 1991 of nine people at a celebrity basketball game sponsored by students, alleged racist and anti-Semitic remarks by a prominent professor, and the president's resignation this past summer.

Students have repeatedly protested rising tuition rates, and some City College faculty members have challenged Ms. Reynolds on several matters.

Ms. Reynolds is not new to controversy. Before coming to CUNY, she resigned as chancellor of the California State University System amid criticism of large raises awarded in closed meetings to her and other top administrators.

Style Gets Mixed Reviews

Some people who worked with Ms. Reynolds in California found her intense manner abrasive and confrontational. In New York her style gets mixed reviews. "When you're in a general meeting, she talks and you listen," a male faculty member says privately. But another, a woman, admiringly says Ms. Reynolds may just be "a tough broad" who doesn't back down.

The CUNY system she runs is as complex as the city it serves. Drawing together a mosaic of cultures, it is a robust place where students and faculty members are eager to share their strong opinions.

The university comprises 21 campuses scattered throughout five boroughs—seven community colleges, nine senior colleges, a technical college, and four graduate and professional schools.

More than 60 per cent of CUNY's 200,000 students are black, Latino, or Asian, and almost 40 per cent were born outside the United States. More than half are older than 22, more than half work, and nearly half come from families that earn less than $21,000 a year.

CUNY was free until 1976, when tuition was imposed in a New York City fiscal crisis. Charges have gone up repeatedly since then, with an increase this year of about 20 per cent, which brought the annual cost to $2,200 for senior colleges and $2,100 for community colleges.

The university, once highly selective, adopted a form of open admissions in 1970. Today, any high-school graduate can gain admission to a CUNY community college, while the senior colleges require a grade-point average of 80 and a relatively high class standing.

There is a public perception that academic quality dropped after open enrollments began—a notion fervently disputed by many faculty members and students. Indeed, they often say open admissions enriched CUNY's intellectual mix.

Standards Take Effect Next Fall

Central to the debate over the fate of CUNY's mission are the new academic standards, called the College Preparatory Initiative.

The standards start taking effect next fall, when community-college freshmen will be expected to have nine college-

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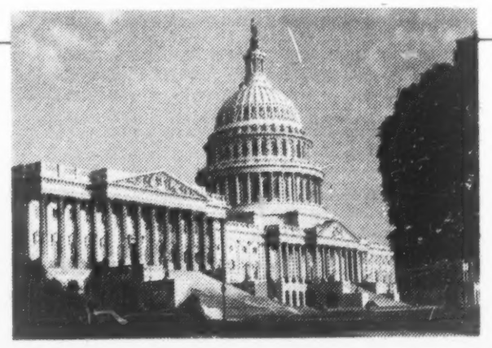

CONGRESSIONAL APPROPRIATIONS BILLS (IN THOUSANDS OF DOLLARS)

Education Department

	Fiscal 1992 Actual spending	Fiscal 1993 President's request	Fiscal 1993 Approved by House	Fiscal 1993 Up for Vote in Senate
STUDENT ASSISTANCE				
Pell Grants	$5,460,000	$6,637,637	$6,586,470	$5,956,928
Supplemental Grants	577,000	358,000	571,230	602,000
College Work-Study	615,000	454,000	608,850	635,000
Income-contingent loans	4,900	5,000	0	0
State Student Incentive Grants	72,000	0	71,280	75,000
Perkins Loans	156,000	15,000	263,340	159,000
Stafford Student Loans	2,639,812	2,930,158	2,930,158	2,930,158
Paul Douglas Teacher Scholarships	15,000	15,000	14,850	14,850
GRADUATE SUPPORT				
Patricia Roberts Harris graduate fellowships	17,600	0*	17,424	17,424
Robert C. Byrd honors scholarships	9,600	9,600	9,546	9,546
Jacob K. Javits fellowships	8,000	0*	7,920	7,920
Patricia Roberts Harris public-service fellowships	3,200	0*	3,168	3,168
Minority participation graduate fellowships	6,000	0*	5,900	5,893
Areas of National Need fellowships	28,000	0*	27,720	27,720
INSTITUTIONAL ASSISTANCE				
Developing institutions				
Aid for historically black colleges	111,700	111,700	110,594	110,594
Endowment challenge grants	7,500	7,500	7,425	7,425
Institutional support	87,800	87,800	87,000	86,953
Cooperative education	14,000	14,000	13,900	13,860
Facilities				
College-housing and academic-facilities loans	3,600	3,500	3,500	3,523
Interest-subsidy grants	19,400	18,800	18,700	18,840
International education	40,000	40,000	44,500	46,890
Law School Clinical Experience	8,000	0	7,920	10,000
Veterans' Education Outreach	2,700	0	2,673	0
BILINGUAL EDUCATION				
Bilingual vocational training	3,000	0	2,970	2,970
Training grants	36,000	36,400	35,996	35,996

	Fiscal 1992 Actual spending	Fiscal 1993 President's request	Fiscal 1993 Approved by House	Fiscal 1993 Up for Vote in Senate
LIBRARY RESOURCES				
Research libraries	$5,900	$0	$5,800	$5,855
Training	5,000	0	4,950	5,000
College-library technology grants	6,400	0	6,340	3,904
AID TO DISADVANTAGED				
College-aid migrant programs	2,300	2,300	2,240	2,265
Legal Training for the Disadvantaged	3,045	3,045	3,015	3,015
Minority Institutions Science Improvement	6,000	6,000	5,940	5,940
Programs for disadvantaged students	385,100	412,000	381,300	401,404
EDUCATION RESEARCH AND STATISTICS				
Education research	71,000	115,000	70,290	74,695
Education statistics	47,300	63,600	63,000	42,707
EDUCATION FOR THE HANDICAPPED				
National Institute on Disability and Rehabilitation Research	61,000	68,400	61,000	68,440
Research and development	21,000	21,000	20,800	21,000
Personnel development	89,800	89,800	88,900	93,000
Rehabilitation training	36,700	36,700	36,700	41,000
Postsecondary programs	9,000	9,000	8,900	10,000
MISCELLANEOUS				
Adult education	287,300	303,800	309,600	307,176
Vocational education grants	950,000	990,500	980,600	990,500
Teacher training	253,500	261,600	258,900	260,751
Office for Civil Rights	53,600	61,400	56,900	56,857
Drug-abuse education, prevention at colleges, schools	62,100	72,100	71,400	62,133
Fund for the Improvement of Postsecondary Education	15,000	16,000	14,850	20,000
Student Literacy Corps	5,367	0	5,313	5,313
Women's educational equity	500	0	1,980	2,000
School, College, and University Partnerships	4,200	4,000	3,960	3,960

National Institutes of Health

	Fiscal 1992 Actual spending	Fiscal 1993 President's request	Fiscal 1993 Approved by House	Fiscal 1993 Up for Vote in Senate
Cancer Institute	$1,951,541	$2,010,439	$1,998,616	$2,010,439
Heart, Lung, and Blood Institute	1,191,500	1,245,396	1,228,455	1,228,455
Institute of Dental Research	159,057	166,742	163,269	163,269
Institute of Diabetes, Digestive, and Kidney Diseases	662,678	699,809	688,633	688,633
Institute on Alcoholism	172,050	180,915	174,335	176,169
Institute on Drug Abuse	399,736	420,908	404,421	407,502
Institute of Mental Health	561,255	596,098	573,449	596,103
Institute of Neurological and Communicative Disorders and Stroke	581,847	615,190	605,100	607,100
Institute of Allergy and Infectious Diseases	960,914	1,010,845	990,055	989,055
Institute of General Medical Sciences	819,134	862,069	842,229	827,029
Institute of Child Health and Human Development	519,724	545,238	534,094	534,094

	Fiscal 1992 Actual spending	Fiscal 1993 President's request	Fiscal 1993 Approved by House	Fiscal 1993 Up for Vote in Senate
Eye Institute	$270,300	$285,133	$279,102	$279,102
Institute of Environmental Health Sciences	252,031	261,513	255,115	255,115
Institute on Aging	383,611	407,284	402,218	405,218
Institute of Arthritis, Musculoskeletal, and Skin Diseases	203,913	214,929	214,619	214,619
Research Resources	314,551	330,231	314,351	315,551
Center for Nursing Research	44,970	48,568	47,363	49,000
Institute of Deafness and Other Communication Disorders	149,102	157,301	153,466	157,301
Center for Human-Genome Research	104,878	110,429	107,217	107,217
International Center	19,609	20,727	20,133	19,609
Library of Medicine	103,323	108,662	105,024	105,024
Total, N.I.H.†	10,071,567	10,579,684	10,368,550	10,383,226
AIDS research, education, and prevention	1,968,000	2,069,000	1,980,000	2,034,000

Information is current as of 7 p.m. on September 17

* President Bush proposed that these programs receive no money, but he also proposed the creation of new programs to encompass the purposes of these programs

† Includes programs not shown separately

Biomedical Researchers Fear House Measure Will Cut Their Budgets to Pay for New Facilities at NIH

By Stephen Burd

WASHINGTON

As the Senate and House of Representatives negotiate a final 1993 budget for the National Institutes of Health, biomedical researchers are alarmed by a provision in the House bill that would increase support for intramural-research facilities at Public Health Service agencies supported in the bill.

The provision would shave 1 per cent from most accounts in the Public Health Service. That money, approximately $165-million, would then be used to support all new construction and renovation projects at the National Institutes of Health, the Substance Abuse and Mental Health Services Administration, the Health Resources and Services Administration, and the Centers for Disease Control.

The House report accompanying the bill says that an across-the-board cut is an appropriate mechanism for deriving funds, "since every agency involved will potentially benefit from it."

Lowest Increases in a Decade

With severe constraints on the money available to all programs in the bill, the House rejected the Administration's proposal to allocate $100-million of new funds to the intramural-research facilities program. The Senate rejected both the Administration and the House approaches, stating in its report that money set aside for buildings and facilities in each of the different agencies should be used for construction and renovation at those agencies. Both the Administration and the House agreed, however, that the separate accounts in the different agencies would not be large enough to support major intramural facilities construction programs.

Biomedical researchers and lobbyists oppose the House provision because they say it will take money away from an already tight research budget. While both the House and Senate are calling for the lowest increases in support for NIH in a decade, this provision would cut an additional $104-million from the House proposal of $10.4-billion for the NIH, leaving the institutes with a 1.9-per-cent increase in a year in which inflation is running slightly above 3 per cent.

Says David B. Moore, assistant director of governmental relations at the Association of American Medical Colleges: "This is again a case of taking from one area of research to pay for another. It is a further indication of how tight the money is and how big our problems are."

A Center Is Vulnerable

The House provision is especially alarming to researchers supported by the National Center for Research Resources, an institute within NIH that primarily provides facility support to university researchers with grants from the NIH. The center is most vulnerable because it has taken considerable budget cuts over the last several years.

The House bill, which already proposes $200,000 less for the center than it received in 1992, would chop an additional $3.1-million if the controversial provision is adopted. Mr. Moore says the additional reduction would be unfair because the center would receive little from the proposed fund. "While there is some NCRR intramural research, it not on the scale of the other institutes. It's hard to believe that they would get back their investment," he says.

Researchers worry especially about two programs at the center: the $46-million Biomedical Research Technology Program, which supports the development of leading-edge technology at research institutions, and the $127-million General Clinical Research Centers Program, which provides infrastructure support to university hospitals at which scientists can conduct clinical research.

Neither the House nor the Senate bill promises to do more than keep these programs at their 1992 spending levels. But a $3.1-million cut in the center's budget, with the provision's adoption, could hurt the programs, resulting in, for example, the closing of a number of clinical research centers.

"These are essential infrastructure programs, and they already have been suffering," says G. William Croker, assistant to the president and director of governmental relations at the University of Alabama at Birmingham. "Adoption of this provision would just add insult upon injury." ■

The U. of Alabama's G. William Croker: "Adoption of this provision would be extremely unfortunate, adding insult upon injury."

SAM KITTNER FOR THE CHRONICLE

Senate Action Insures a $100 Cut in Maximum Pell Grant for 1993-94

Continued From Page A25

ing it a 6.2-per-cent increase over 1992.

Sen. Pete V. Domenici, the New Mexico Republican who offered the amendment, said the appropriation committee's original 2.4-per-cent increase would not have been enough to sustain the institute's programs as it prepares to return to the NIH from the Alcohol, Drug Abuse, and Mental Health Administration.

"This is an especially unfortunate time to create confusion and suspense for mental-health researchers," he said.

Biomedical researchers and lobbyists had hoped for larger increases for the NIH. They had strongly supported Mr. Harkin's amendment, which would have transferred $700-million from the Department of Defense to the NIH.

David B. Moore, assistant director of governmental relations at the Association of American Medical Colleges, said he was disappointed but had expected the amendment to fail. "There were too many obstacles against it," he said.

Advocates of women's-health research won a major victory with the Senate bill, which includes language that would direct the National Cancer Institute to spend $220-million on breast-cancer research, $87-million more than in 1992.

Cancer researchers, however, are upset that the additional allocations for work on breast cancer research are being taken from existing cancer-research funds.

Said Bernard Fisher, President of the American Society of Clinical Oncology: "The 'rob Peter to save Paul' strategy will not, in the long term, advance the cause of breast cancer or other women's health research." ■

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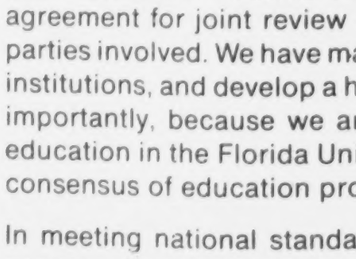

ON NATIONAL STANDARDS FOR TEACHER PREPARATION

Charles B. Reed, Chancellor
State University System of Florida

The State University System of Florida and the State Department of Education in Florida have taken some exciting steps toward a revolutionary change in our education system. Many research reports have detailed how students graduating from high school are not prepared for the requirements of an information society. As a result, our leaders and the public have demanded increased accountability in education, and education groups in Florida and throughout the country have forged new partnerships to rebuild the education system. Florida's higher education system has developed a long-range plan to restructure teacher education. One major component of the plan is ensuring that State University System colleges of education meet national accreditation standards set by professionals in the field of teaching.

The State University System wanted the benefit of a national perspective in developing quality and accountability measures in teacher preparation. We also wanted to reduce costs and eliminate unnecessary paperwork. When we examined our system, we found much duplication of effort, in that colleges of education prepared voluminous reports for three different agencies—the regents, the State Department of Education, and the National Council for Accreditation of Teacher Education (NCATE), the professional accrediting agency. All three entities were on a different cycle of review; thus, a Florida institution could experience three reviews in a five-year period. Each review required different reporting formats with different standards, creating unnecessary paperwork for the institutions.

We worked with NCATE and the State Department of Education in Florida to develop an agreement for joint review of education programs. This agreement works well for all three parties involved. We have managed to conserve resources, lift undue paperwork burdens from institutions, and develop a high quality system of accountability for teacher preparation. Most importantly, because we are using NCATE standards, we are assured that the schools of education in the Florida University System measure up to standards developed by a national consensus of education professionals. A similar process is used in some other states.

In meeting national standards, schools of education demonstrate to the public that their program has met external and impartial scrutiny. NCATE's qualitative standards allow the school to develop its own vision of the teacher it wants to produce, be able to articulate and defend it, and develop a program to implement that vision. NCATE requires schools to develop a coherent professional program which is integrated with liberal arts studies and meaningful clinical experiences.

Teacher preparation institutions must begin to make choices and hard decisions about how their resources are allocated. The time has come to recognize that not all institutions have enough resources to develop excellence in their education programs. If the state and NCATE collaborate in a joint review process, states have feedback on how schools of education measure up to national standards. It is then up to the state to decide the most effective allocation of resources for teacher education programs.

We must show the public that we are a part of the solution to the ills of our education system—not a part of the problem. Virtually all professional schools—except schools of education—must be nationally accredited. In Florida, it is our judgment that we cannot afford to produce teachers from institutions that have not held themselves accountable to professional standards of quality through the accreditation process.

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"The concept of keeping information secret to protect national security is outmoded."
A journalism professor, on access to the papers of public officials: B1

"I took one look down the barrel of the microscope and realized that what I was seeing was pretty unusual and very dramatic."
A gene-therapy researcher, on the results of an experiment: A6

"The aim of education, as many on our campuses now see it, is no longer truth, but political transformation—of students and society."
Lynne V. Cheney: A21

"Very little is accomplished for victims of violence by singling out pornography."
Two psychologists, on using research to explain violence toward women: B3

"Architects are close to becoming irrelevant."
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"What they want to know is, What kind of job can I get with this course of study?"
A sociology professor, on her students at the U. of Paris: A33

"It's a *tour de force* of interdisciplinary studies."
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"This is cheap and easy and obvious. He's trying to write a sexy book that will make a lot of money."
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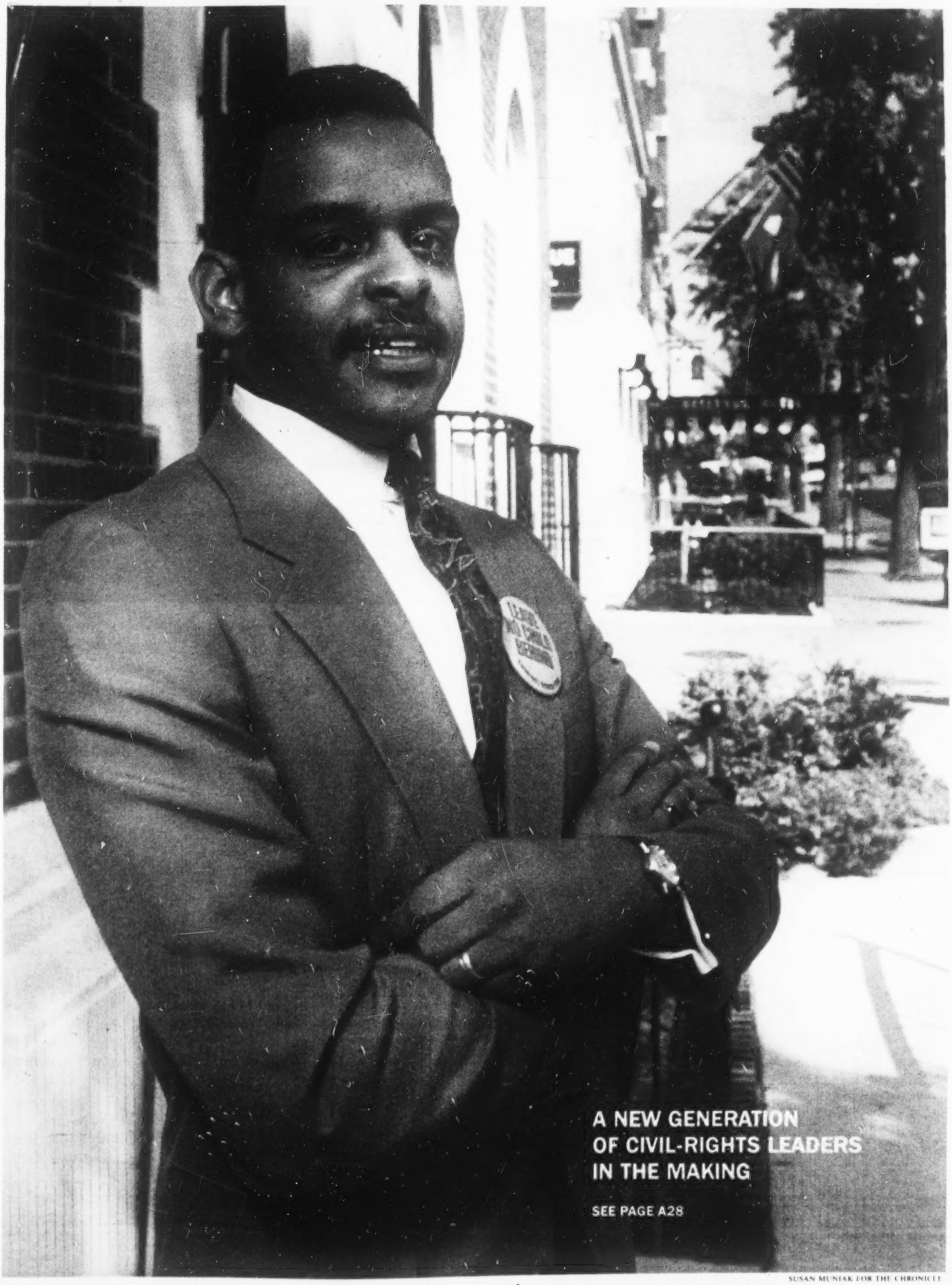

SUSAN MUNIAK FOR THE CHRONICLE

SAM KITTNER

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